

SCHOOLWIDE PLAN PEER and SELF REVIEW RATING RUBRIC AND ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS

District Name: _____

SW Peer Review Team: _____

Building Name: _____

Date: _____

Although the peer review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviewing the plan and provides a system to encourage and measure growth. The mandatory components in this rubric require submission of the "documentation" within your plan (i.e., copy of parent policy; requirement 6.3) in order to be considered complete. (Documentation, not just reference to the documentation must be included. For example: Include a copy of the parent survey, state the number of surveys that were sent, the number that were returned, and a compilation of the results and comments. Example 2: Provide participant sign-in sheets of those involved in reviewing and updating compact and include a copy of the compact.)

PLAN PREPARATION	
A	<p>According to §1114(b)(2), a schoolwide plan should be a comprehensive plan for reforming the total instructional program in the school that (i) describes how the school implements the components of a schoolwide program; (ii) describes how the school uses resources under this part and from other sources to implement those components; (iii) includes a list of state educational agency, local educational agency programs and other federal programs that are consolidated in the schoolwide program; and (iv) describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required.</p> <p>Plans shall include an abstract, of <u>not more than one page</u>, describing the comprehensive plan. Please indicate grade span of building. NOTE: K-12 plans will NOT be accepted. Each "building" must have a plan specifically addressing its identified needs.</p> <p>It is not required or desired that schools create a separate plan, but must be able to provide evidence from the current local plan for improvement (i.e. NCA School Improvement Plan).</p>
Schoolwide Plan Cover Page is included. (Please use template provided by NDE)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Grade span of schoolwide plan is included on cover page.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year school became a Schoolwide Program is indicated on the cover page.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
One page abstract is included.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
SECTION A COMMENTS:	

B	§1114(b)(2)(B)(ii) Requirement: Participants involved in developing the building's schoolwide plan				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
B1	<i>Some Examples of Documentation: List of schoolwide planning team; sign-in sheet from meetings; meeting minutes includes a list of attendees.</i>				
	The schoolwide planning team involves teachers, administrators, and at least one parent. If plan relates to a secondary school, students are part of the planning team.	The schoolwide planning team involves teachers, administrators, parents, paraprofessionals and an external technical assistance provider such as ESU staff and/or NCA external team member, etc. If plan relates to a secondary school, students are part of the planning team.	The schoolwide planning team involves teachers, administrators, parents, paraprofessionals, external technical assistance provider, and community representative(s) such as school board member. If plan relates to a secondary school, students are part of the planning team.		
SECTION B COMMENTS:					
C	§1114(b)(2)(B)(ii) Requirement: Staff involvement in developing/amending the building's schoolwide plan				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
C1	<i>Some Examples of Documentation: Dated list of staff vote or actual ballots.</i>				
	At least 80% of the certified staff vote annually to support this schoolwide plan.	Between 80% and 90% of the certified staff vote annually to support this schoolwide plan.	More than 90% of all certified staff vote annually to support this schoolwide plan.		
SECTION C COMMENTS:					

COMPONENTS OF A SCHOOLWIDE PROGRAM					
1	§1114(b)(1)(A) Requirement: Comprehensive Needs Assessment				
	Omit student names on all documentation.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
1.1	<i>Some Examples of Documentation: Attendance, drop-out and/or mobility data information from State of the Schools Report; other district achievement data.</i>				
	Student achievement data includes norm-referenced test (NRT) and Nebraska State Accountability (NeSA) test results.	Student achievement data includes NRT, NeSA test results and other data (such as attendance, drop-out or mobility data).	A minimum of 4 sources of data, 3 of which are student achievement data (including NRT, NeSA test results and one other source) and 1 additional source of data (such as attendance, drop-out or mobility data).		
1.2	(Note on disaggregating data—the “minimum of 10 in a subgroup” applies to public reporting, not internal analysis. The Title I required subgroups are gender, ethnicity, poverty, English Language Learner (ELL) status, migrant status, and special education.)				
	<i>Some Examples of Documentation: Disaggregated data from the State of the Schools Report (small schools will need to report local disaggregated data for internal analysis); list of professional development opportunities for administration and staff on disaggregating data; plan or strategies used with students</i>				
	Student data are disaggregated by Title I required subgroups and used in the analysis to plan instruction and improvement efforts. (See listing of subgroups under “Evidence” above.)	The district provides training opportunities for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process.	Student data are disaggregated by subgroups and used for making instructional decisions, which include strategies for meeting the educational needs of historically underserved populations.		
1.3	<i>Some Examples of Documentation: List of staff and their qualifications; School Attestation form; dated list of professional developments offered & attendance record; State of the Schools Report; NSSRS Validations</i>				
	Qualifications of staff, which includes principals, teachers, paraprofessionals, and other staff, are considered and used in plan development.	Qualifications of staff, (which includes principals, teachers, paraprofessionals, and other staff), and participation in professional development opportunities support the plan and implementation.	Qualifications of staff (which includes principals, teachers, paraprofessionals, and others staff), experience, attendance, and participation in professional development activities related to the school’s identified needs and strategies are considered and used in the plan development and implementation.		

1.4	<i>Some Examples of Documentation: Narrative describing the survey(s); the survey with description of how it was collected and the results</i>				
	Parents/community needs are identified through a survey. Provide information on how survey is distributed and collected.	Parents/community needs are identified through a survey and data recorded. Provide information on how survey is distributed and collected.	Efforts are made to ensure that a significant number of parent/community surveys are returned and data is used. Provide information on how survey is distributed and collected.		
1.5	<i>Some Examples of Documentation: Target goals and/or Action plans of school improvement plan</i>				
	The schoolwide plan identifies existing improvement efforts. (i.e., AdvancEd school improvement plan, GMS goals, etc.)	The schoolwide plan identifies how the building profile “fits” with existing improvement efforts.	The schoolwide plan clearly identifies existing improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.		
SECTION 1 COMMENTS:					
2	§1114(b)(1)(B) Requirement: Schoolwide reform strategies				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
2.1	<i>Some Examples of Documentation: Possible data - NeSA results and/or other district achievement data; evidence of data analysis</i>				
	Needs assessment data is used to identify instructional strategies for demographic groups.	Needs assessment data is analyzed and used for prioritizing core academic decisions for demographic groups.	Needs assessment data is reviewed regularly, analyzed and tracked over time to ensure proficient and advanced levels of achievement for all students from all demographic groups		
2.2	<i>Some Examples of Documentation: Strategies used; RTI plan; dates of student support meetings</i>				
	The scientifically based research strategies provide additional assistance to students failing to make progress on the standards.	The scientifically based research strategies provide additional assistance to targeted populations and individual students failing to make progress or at-risk of failing to make progress on a timely basis.	Scientifically based research using multiple strategies are used to provide additional assistance to identified needs of targeted populations and individual students failing or at-risk of failing to make progress on standards as well as students moving toward the advanced levels.		

2.3	<i>Some Examples of Documentation: Opportunities for extended and/or additional support; documentation of the benchmarks being met; student support meetings</i>				
	The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly the needs of low-achieving children and those at-risk of not meeting the state standards and addresses how the school determines if such needs are being met.	The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school through counseling, student services, and mentoring; particularly the needs of low-achieving children and those at-risk of not meeting the state standards and addresses how the school determines if such needs are being met.	The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state standards through counseling, student services, mentoring, and innovative teaching methods such as applied learning and team-teaching strategies and/or the integration of vocational and technical educational programs. The plan addresses how the school determines if such needs are being met.		
SECTION 2 COMMENTS:					
3	§1114(b)(1)(C) Requirement: Instruction by highly qualified teachers				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
3.1	<i>Some Examples of Documentation: State of the Schools Report; Board policies and procedures; plan to retain highly qualified staff to meet the needs of all students; school Attestation form; NSSRS Validations</i>				
	All teachers are ESEA (Elementary and Secondary Education Act) qualified.	All teachers are ESEA qualified and participate in professional development activities.	All teachers are ESEA qualified and participate in professional development activities. Student needs are examined in relationship to qualifications of staff and used in placing appropriate staff in “high needs” schools.		
3.2	<i>Some Examples of Documentation: Transcript review or training certificate; Professional development plan or calendar; professional development log; NSSRS Validations</i>				
	Paraprofessionals meet the ESEA requirements of H.S. diploma and either 48 semester credit hours, or equivalent, from an accredited college, an associate degree from an accredited college, or have passed one of the approved state assessments.	Paraprofessionals meet the ESEA requirements and are provided introductory training focused on student needs.	Paraprofessionals meet the ESEA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs.		
SECTION 3 COMMENTS:					

4	§1114(b)(1)(E) Requirement: Strategies to attract highly qualified teachers <i>This may also include strategies to retain and support highly qualified teachers</i>				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
4.1	<i>Some Examples of Documentation: Description of a mentoring program; attendance log of participation in the mentoring program; new teacher orientation agenda; list of formal training expectations of new teachers</i>				
	Introductory training is offered to new teachers.	A mentoring program is in place for training new teachers.	A mentoring program and formal training process are in place to train new teachers.		
SECTION 4 COMMENTS:					
5	§1114(b)(1)(D) Requirement: High quality and ongoing professional development				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
5.1	<i>Some Examples of Documentation: Professional development plan; school improvement plan; professional development policy</i>				
	Ongoing professional development focuses on standards and needs assessment, is provided to teachers.	Ongoing professional development that focuses on enabling all students to meet state standards is provided to all certificated staff.	Ongoing professional development focuses on proven effective strategies that focus on student performance on the assessment of content standards is provided for the entire school community (certified staff and paraprofessionals).		
5.2	<i>Some Examples of Documentation: School improvement plan; action plans; needs assessment based on data</i>				
	Professional development generally addresses the identified strategies and needs of the students.	Professional development is designed to specifically address the identified needs of the students and building and the strategies in the plan.	An ongoing professional development plan and process is in place to meet the targeted needs of all students, building, and teachers through the identified strategies.		
SECTION 5 COMMENTS:					

6	§1114(b)(1)(F) Requirement: Strategies to increase parental involvement				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
6.1	<i>Some Examples of Documentation: Parent involvement policies; school website; newsletters; invitations to participate; emails; parent surveys; school improvement plan; school committee list and participation minutes; sign-in sheets for parental activities; pictures or videos clips of ongoing opportunities</i>				
	Parents/community members contribute to the development of the schoolwide plan and strategies to increase parental involvement.	Parents/community members contribute to the planning and implementation of the schoolwide plan.	Parents/community members have ongoing opportunities to continually contribute to developing, implementing, and evaluating the schoolwide plan.		
6.2	<i>Some Examples of Documentation: Sample school-parent compact; sign-in sheet for committee meeting; student led conferences; opportunities to participate in parent conferences</i>				
	Each student has a compact that is signed by the student, the student's parent/guardian, and the student's teacher and is kept on file at the school. The Compact is jointly developed with parents See section below for compact Requirements.	Each student has a compact that is signed by the student, the student's parent/guardian, and the student's teacher and is kept on file at the school. Teachers, parents, and students are involved in developing the compact and it is reviewed at the annual parent meeting.	Each student has a compact that is signed by the student, the student's parent/guardian, and the student's teacher and is kept on file at the school. Teachers, parents, and students are involved in developing the compact and review it at the annual parent meeting. The plan addresses how the components of the parent compact are reviewed often to assure that all parties are fulfilling their role and responsibilities.		
	A School-Parent Compact must include: <ul style="list-style-type: none"> <input type="checkbox"/> A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, that enables children to meet State academic achievement standards <input type="checkbox"/> A description of the ways in which each parent will be responsible for supporting their children's learning. (For example, monitoring attendance, homework completion, television watching, volunteering in their child's classroom, and participating in decisions relating to the education of their children and positive use of extracurricular time. <input type="checkbox"/> Address the importance of communication between teachers and parents on a continuous basis, including at least annually during parent-teacher conferences in elementary schools, and through frequent reports home to parent on their children's progress. <ul style="list-style-type: none"> - To provide a means to discuss an individual child's achievement - To foster reasonable access to staff and opportunities to volunteer and participate in their child's class, and observe classroom activities. 				

6.3	<i>Some Examples of Documentation: Building level parent involvement policy or procedure; copy of handbook; website or newsletter; agenda for annual parent meeting and attendance log</i>				
	<p>A building level parent policy or procedures, meeting Title I requirements, are developed with parent input. (Does not need to be board approved.)</p> <p>See section below for Parent Policy Requirements.</p>	<p>The building level parent policy or procedures, which are developed with parent input and meeting Title I requirements, is distributed/shared with parents.</p>	<p>The building level parent policy or procedures, which meets Title I requirements are reviewed and updated annually at the annual parent meeting.</p>		
	<p>The <u>school</u> has a policy that meets the requirements of NCLB. The policy shall carry out the following:</p> <p><u>Policy Involvement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> convene annual meeting(s) at convenient time(s) <input type="checkbox"/> involve parents, in the planning, review, and improvement of the school parent involvement policy <input type="checkbox"/> provide parents with timely information regarding curriculum, academic assessments used, and proficiency levels <input type="checkbox"/> provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children <p><u>Shared Responsibilities for High Student Academic Achievement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> jointly develop with parents a school-parent compact that outlines shared responsibility for improved student academic achievement <p><u>Building Capacity for Involvement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their students' academic achievement in a format, and when feasible, <u>in a language the parents can understand</u> <p><u>Accessibility</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> to the extent practicable, districts and schools shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and <u>in a language such parents can understand</u> <p>§ 1118(b-f)</p>				
6.4	<i>Some Examples of Documentation: Agenda of parent meetings; sign-in sheets for parent meetings; invitation to parent meetings; activity descriptions of parent activities; parent verification of homework completion form; pictures or video clips of parent involvement</i>				
	<p>At least one parent meeting/activity is held annually. Translation provided as needed.</p>	<p>Two or more parent meetings/activities are held at various times to accommodate parent schedules. Translation is provided as needed.</p>	<p>Ongoing activities provide opportunities for parents to be involved in the education of their child(ren). Strategies to increase parent involvement, such as family literacy services or implementation of model approaches to improving parental involvement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation is provided as needed.</p>		

SECTION 6 COMMENTS:					
7	§1114(b)(1)(G) Requirement: Transition plan				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
7.1	<i>Some Examples of Documentation: Parent survey; sign-in sheets from transition meeting; evidence of collaborative transition meetings; calendar and activity documentation; and schools transition plan; Kindergarten round-up invite</i>				
	A kindergarten transition plan is implemented between kindergarten and Head Start and/or other community preschool programs. (Not required for MS or HS programs.)	The kindergarten transition plan provides for multiple contacts between the child, parent, and school service providers. (Not required for MS or HS programs.)	The kindergarten transition plan includes multiple and varied contacts and activities for students, parents, and school personnel and is evaluated regularly by affected parents and school staff. (Not required for MS or HS programs.)		
7.2	<i>Some Examples of Documentation: Information on transition buddies; collaborative evaluation meeting notes; "Meet your Teacher" invite; Elementary to Secondary visit invite; student survey (age appropriate); schools transition plan</i>				
	Activities assist students to transition between grade levels and buildings.	A defined written process, which includes interpreters, visitations, and other resources as needed, provides for numerous contacts between the child, parent, and school service providers.	Transition plans are implemented and evaluated, by involved parties at affected levels, to determine effectiveness at all grade levels and include, when appropriate, college and career awareness and preparation and/or integration of vocational and technical education programs.		
7.3	<i>Some Examples of Documentation: New student packet; visit and tour of building information; new student activities throughout the school year; new student orientation plan; schools transition plan</i>				
	A plan has been developed to orient new students to the school.	New student orientation involves students and family members, and when appropriate, interpreters, visitations, and other resources.	An orientation program is used to familiarize new students and family members to school programs and community educational resources. When appropriate, interpreters are provided.		

7.4	<i>Some Examples of Documentation: Availability of translated materials; information on school translator; cultural responsive meetings or activities</i>				
	The schoolwide transition plan reflects an awareness of cultural needs of new students.	The transition plan reflects an awareness of cultural needs and a willingness to understand cultural differences of students and families.	The transition plan reflects an awareness of cultural needs and a willingness to understand cultural differences of students and families, and provides for accommodations based on cultural needs.		
SECTION 7 COMMENTS:					
8	§1114(b)(1)(H) Requirement: Teacher participation in assessment decisions				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
8.1	<i>Some Examples of Documentation: Data retreats; school improvement plan; sign in sheets identifying participants of data analysis meeting; student support meetings (masking names)</i>				
	Classroom teachers analyze and utilize assessment data.	Teachers and administrators analyze and utilize assessment data.	A team of teachers, administrators, and parents participate in analyzing and utilizing assessment data.		
SECTION 8 COMMENTS:					
9	§1114(b)(1)(I) Requirement: Strategies to address areas of need				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
9.1	<i>Some Examples of Documentation: Progress monitoring and benchmarking procedures; Home school connection with families; description of how all staff including non-certified, and volunteers are supporting the implementation of the plan; student support meetings</i>				
	The schoolwide plan identifies how certificated staff are used to support implementation of the plan.	The schoolwide plan identifies how certificated and non-certificated staff are used to support implementation of the plan.	The schoolwide plan identifies how all staff and personnel (i.e., counselors, psychologists, nurses, volunteers, tutors, parents) are supporting the implementation of the plan.		

9.2	Some Examples of Documentation: School calendar showing extended learning opportunities; list of staff participating in extended learning opportunities; summer school or after school options; staff meeting notes; number of students participating in extended educational opportunities				
	The schoolwide plan addresses opportunities to extend or increase learning time within and beyond the instructional day.	The schoolwide plan provides opportunities to extend or increase learning time for various groups of students with identified needs.	The schoolwide plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day that are supported through staff collaboration and planning.		
<input type="checkbox"/> Yes <input type="checkbox"/> No The plan addresses having a preschool program. <input type="checkbox"/> Yes <input type="checkbox"/> No The plan indicates offering a summer school program. <input type="checkbox"/> Yes <input type="checkbox"/> No The plan indicates offering before/after school programs.					
SECTION 9 COMMENTS:					
10	§1114(b)(1)(J) Requirement: Coordination and integration of Federal, State and local services and programs				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
10.1	Some Examples of Documentation: Narrative describing how funds are used and student needs are being met; NCLB application; list of funding sources for programs; Budget for Title I schoolwide				
	The schoolwide plan describes how Title I funds are used to support the plan.	The schoolwide plan identifies how Title I and at least one other source of funding (federal, state, or local) are used to support the plan.	The schoolwide plan identifies how Title I and multiple sources of funding and programs support the schoolwide plan.		
10.2	Some Examples of Documentation: Narrative describing how funds are used and student needs are being met; list of funding sources for programs, budget				
	The plan describes how coordination and integration of Federal, State, and local services and programs are used.	The plan describes how the coordination and integration of Federal, State, and local programs and materials improve student achievement for targeted populations.	The plan describes how coordination and integration of resources from multiple programs and sources are used for improving student achievement in all academic areas for all students.		

